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ABSTRACT

This illustrated booklet presents key points about the place of media in the classroom. The media subsystem is part of the total learning process. The professional media personnel and the teachers work together as a team. The media subsystem provides expertise in message design and in providing the resources for the students' educational experiences. Every school should have a professional media person as part of its staff to work with teachers and students and supervise a supporting staff, including media technicians, clerks, and aides. An instructional media center should be part of every school, providing for large and small group instruction, individualized study, and production of materials not otherwise available. Coordination, supervision, and leadership of the media sybsystem is needed at the district level. The district superintendent, principal, and media director and coordinator are all important in insuring a successful media subsystem. (JK)

ED 066913

MEDIA

PURPOSE AND PERSO

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Guidelines For The Developmen
Of An Instructional Media System

Utah State Board of Education

EM 010 269

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Guidelines For The Development Of An Instructional Media System Part I

Utah State Board of Education

ED 066913

MEDIA
Purpose and Personnel

This publication is the first in a series dealing with an instructional media system, a subsystem to and an integral part of the educational system of the state.

This part outlines the purposes of the media system, describes it, and suggests specific ways in which it contributes to the total educational system.

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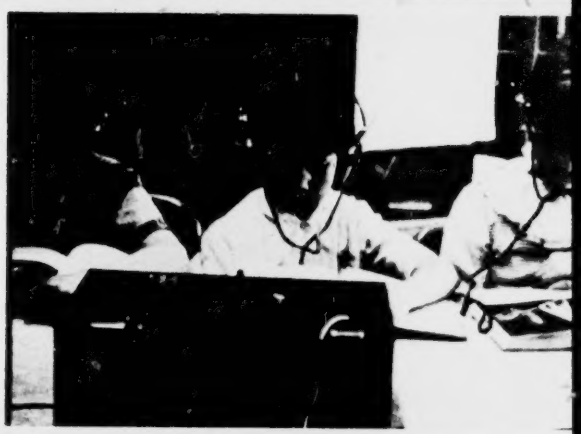

Utah State Board of Education
Office of State Superintendent
of Public Instruction
Walter D. Talbot, State Superintendent

Instructional Media Division
Le Roy R. Lindeman, Administrator

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Introduction

The decade of the sixties may well be known as a decade of ch schools. Many innovative programs were pioneered. Some have fad others have emerged as trends. One such innovation has been the in of learning. Closely related to it has been the open school concept.

Experience has shown that both of thes innovations are of litt continue to "hold school" in the same way we did in the fifties. If w to meet the needs of the individual student, rather than just talk abo change our approach to learning. The encyclopedic teacher who lect typical assignment is " Read the text and answer the questions at the chapter" is as out-dated in the seventies as the horse and buggy.

Today's teacher must be an educational diagnostician and presc must have available to him many alternate paths to reach any given o cannot individualize if he has available only one book -- the same b student. He cannot develop critical thinking nor can he meet his stu interests and needs if only one viewpoint is available for examination must be additional resources beyond the book.

Research and experience indicate that some concepts are more strated and understood by the learner through study in detail of a stat Other concepts require motion to most clearly convey their meaning. students learn best when they integrate new learnings with things the understand. They can handle verbal symbols meaningfully only when ground provides them with concrete experiences from which they can meaning. To expect them to learn directly from highly abstract verb is folly. All they learn to do is to manipulate and recall meaningless the correct stimulus is presented. This is learning at the lowest level forgotten.

The media concept must be an integral part of any attempt to s individualize instruction. In the traditional educational program it c been a luxury -- the frosting on the cake; but in an individualized ed program, it is an essential ingredient. It is the leavening agent.

L. R. Lindem

Introduction

The decade of the sixties may well be known as a decade of change in our schools. Many innovative programs were pioneered. Some have faded away, but others have emerged as trends. One such innovation has been the individualization of learning. Closely related to it has been the open school concept.

Experience has shown that both of these innovations are of little value if we continue to "hold school" in the same way we did in the fifties. If we are actually to meet the needs of the individual student, rather than just talk about it, we must change our approach to learning. The encyclopedic teacher who lectures and whose typical assignment is " Read the text and answer the questions at the end of the chapter" is as out-dated in the seventies as the horse and buggy.

Today's teacher must be an educational diagnostician and prescriber. He must have available to him many alternate paths to reach any given objective. He cannot individualize if he has available only one book -- the same book for every student. He cannot develop critical thinking nor can he meet his students varying interests and needs if only one viewpoint is available for examination. Also, there must be additional resources beyond the book.

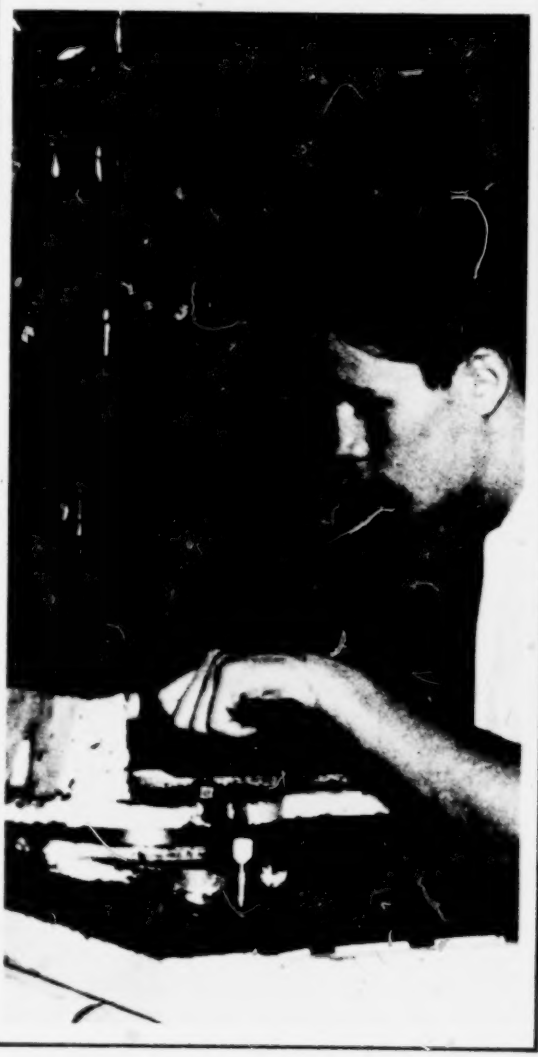
Research and experience indicate that some concepts are more easily demonstrated and understood by the learner through study in detail of a static object. Other concepts require motion to most clearly convey their meaning. In addition students learn best when they integrate new learnings with things they already understand. They can handle verbal symbols meaningfully only when their background provides them with concrete experiences from which they can transfer meaning. To expect them to learn directly from highly abstract verbal experiences is folly. All they learn to do is to manipulate and recall meaningless symbols when the correct stimulus is presented. This is learning at the lowest level. It is quickly forgotten.

The media concept must be an integral part of any attempt to significantly individualize instruction. In the traditional educational program it could have been a luxury -- the frosting on the cake; but in an individualized educational program, it is an essential ingredient. It is the leavening agent.

L. R. Lindeman

Purpose of the Instructional Media System

Every major system has its subsystems, each performing an important function in the total system. Together these subsystems constitute the total system and produce or create the product for which the system was designed.



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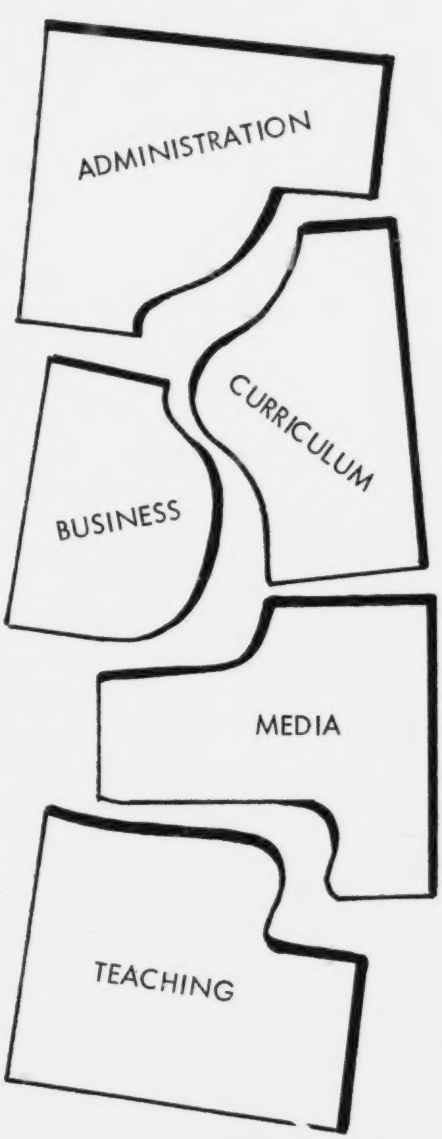
capable o

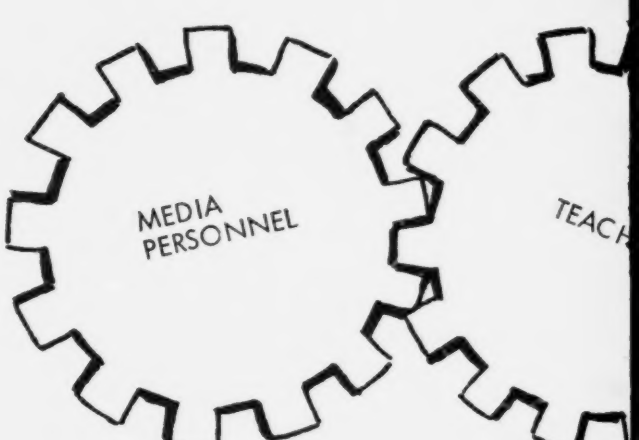
Every major system has its subsystems, each performing an important function in the total system. Together these subsystems constitute the total system and produce or create the product for which the system was designed.

The product of our educational system is a wholesome individual capable of reaching his potential.

Our educational system likewise has many subsystems.



The media subsystem is designed to be part of the total
The professional media personnel and the teachers work



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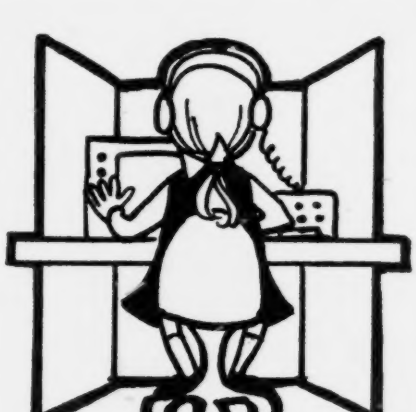
the resources for the students' educational experiences.



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RICULUM

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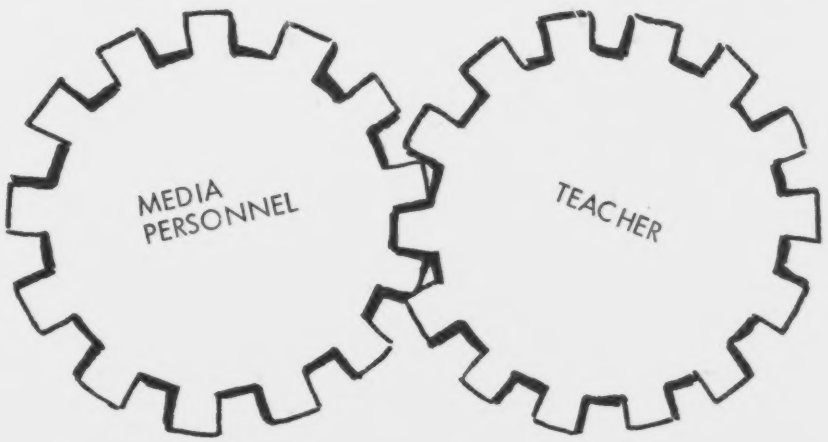

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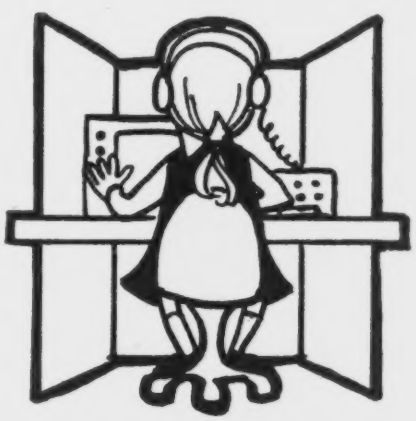
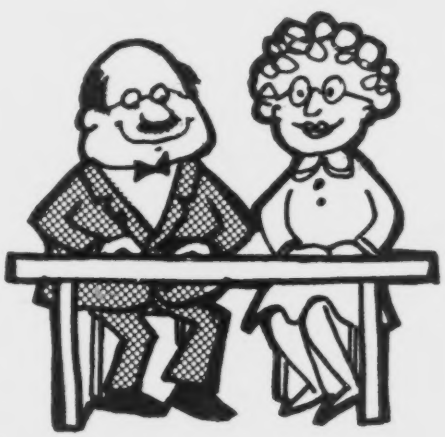
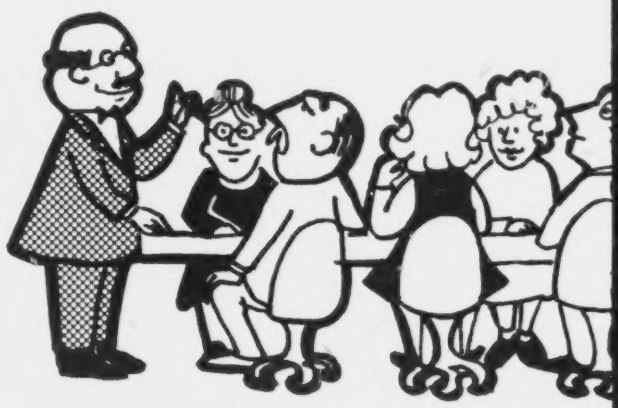




Role of the Media Coordinator

Every school should have as part of its professional staff a professional media person, usually called the "Instructional Media Coordinator."

(Should hold the professional media endorsement. See State Certification requirements for qualifications.)



His primary assignment is to work with teacher

1. Helping them select and plan experiences
2. Keeping them informed as to latest materi ment, etc. available
3. Participating as a member of curriculum c study groups at grade, subject, or departm
4. Applying the evaluation and selection of print materials and related equipment
5. Applying knowledge of media to developm implementation of curriculum

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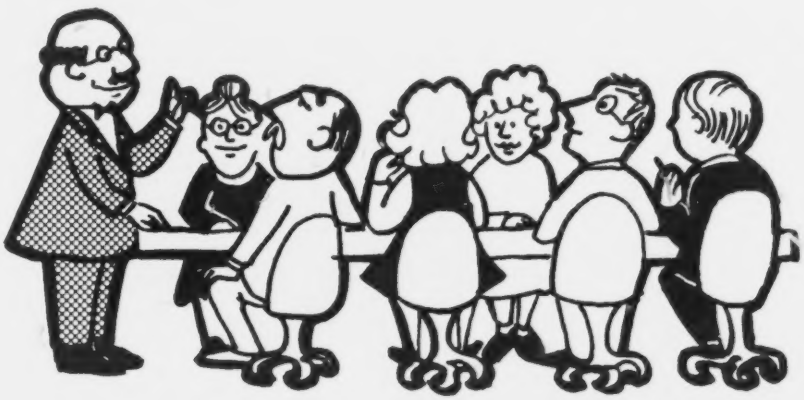

His primary assignment is to work with teachers by:

1. Helping them select and plan experiences for students
2. Keeping them informed as to latest materials, equipment, etc. available
3. Participating as a member of curriculum committees and study groups at grade, subject, or department levels
4. Applying the evaluation and selection of print and non-print materials and related equipment
5. Applying knowledge of media to development and implementation of curriculum

He works with students ...

He

Provides reading, listening, guidance

Instills appreciation for kno

Encourages effective use of

Assists in location of resour

In addition he supervises a supporting staff, as assigned, in the management of the school instructional media system, including its continual evaluation and improvement.

Designates duties
Trains staff
Supervises staff

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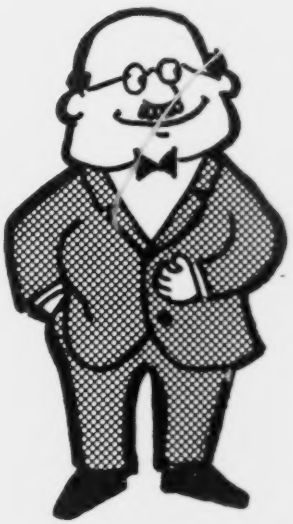

He

Provides reading, listening, and viewing guidance

Instills appreciation for knowledge acquired

Encourages effective use of media

Assists in location of resources

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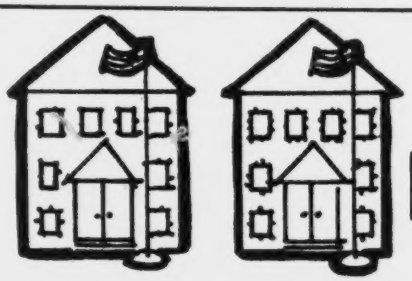
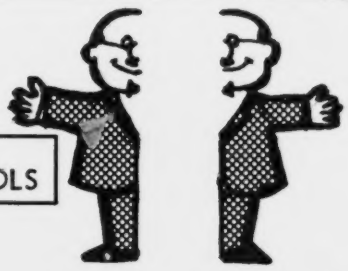
Designates duties
Trains staff
Supervises staff

Organizes centers
Establishes policies and procedures

Organizational Patterns



SMALL SCHOOLS



Media Coordinator assigned half time in each of two schools.

Media Coordinator assigned half time to media and half time to teaching.

LARGE SCHOOLS

Media Coordinator responsible for:

- Utilization
- Curriculum work
- Policies and procedures
- Overall supervision and leadership

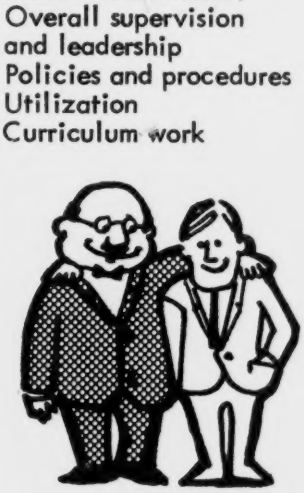
Associate Media Coordinator responsible for local media production

Associate Media Coordinator responsible for:

- Materials management
- Cataloging
- Circulation

Media Coordinator:

- Overall supervision and leadership
- Policies and procedures
- Utilization
- Curriculum work



Associate Media Coordinator:

- Operation of Media Center

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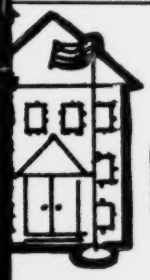

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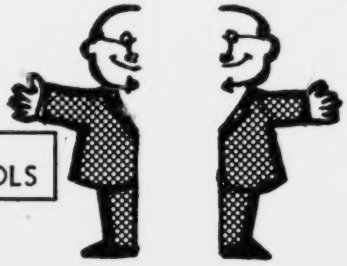

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Media Coordinator assigned half time to media and half time to teaching.

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LARGE SCHOOLS

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Media Coordinator:
Overall supervision
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Policies and procedures
Utilization
Curriculum work

Associate Media Coordinator responsible for:
Materials management
Cataloging
Circulation

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media

Associate Media Coordinator:
Operation of Media Center

Instructional Media Support Personnel

ASSOCIATE MEDIA COORDINATORS

In large schools more than one professional media person may be needed. These persons may have the same general background as the media coordinator but may have also specialized in some area such as subject matter, management of materials, media production and design, computer technology, or communication systems. They should work as assigned under the direction of the media coordinator. They should be assigned by function and not by type of material. They may supervise technical and clerical media personnel and should hold at least the basic media endorsement.

MEDIA TECHNICIANS

Many schools will need technical support personnel. These persons should be well-trained in their area of specialization but need not be educators. They should be employed as technicians to assist and not to supplant a media coordinator.

Under the direction of the Media Coordinator, their major assignments may be to:

a. Produce graphic, photographic, and audio instructional materials and displays, following the design provided by a professional media person working with teachers

b. Maintain and repair instructional materials and equipment

c. Draw up specifications, run tests, and advise regarding equipment purchases

d. Arrange for and schedule use of equipment and materials requested

e. Prepare catalogs and instructional materials for reference use and circulation

f. Locate readily accessible biographical data

g. Answer ready reference questions

h. Direct students and teachers to materials and equipment available

MEDIA CLERKS

Every school should have av
least one media clerk or aid
paid employees or volunteer
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Volunteers or aides should b
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2. Shelving materials
3. Scheduling equipm
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5. Maintaining a file
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6. Maintaining order
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MEDIA CLERKS AND AIDES

Every school should have available the services of at least one media clerk or aide. These persons may be paid employees or volunteers. They do not need specialized training other than the ability to type accurately (when needed). They can learn "on the job," as they will be under the supervision of a professional media person.

Volunteers or aides should be able to relate well with the school staff and with students. Their working schedules should be specified and understood by both the professional staff and the aides or volunteers. The tasks assigned to these workers should be clearly defined by the media staff.

They may be assigned such tasks as:

1. Typing
2. Shelving materials
3. Scheduling equipment and circulating materials
4. Maintaining a current card catalog
5. Maintaining a file of catalogs of resources
6. Maintaining order records, receiving and inspecting materials, and handling returns and credits

The Instructional Media Center

Every school should have a learning laboratory that is purposefu
integrated into the teaching-learning process.

It should increase the school's ability to widen, deepen, intens
alize learning experiences.

It should be readily accessible at all times during the day and b
possible, to all students and teachers.

It should never be so heavily scheduled that small groups of stu
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When it is referred to as "our center" by both students and teac
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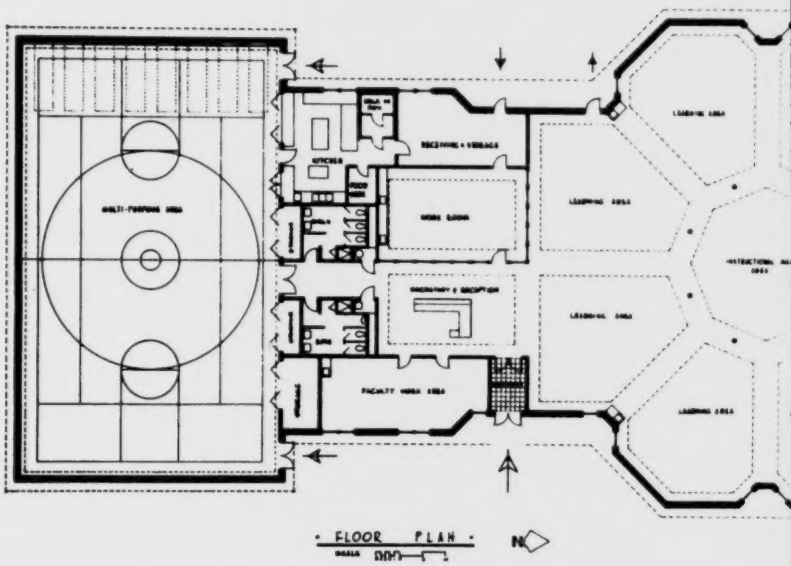


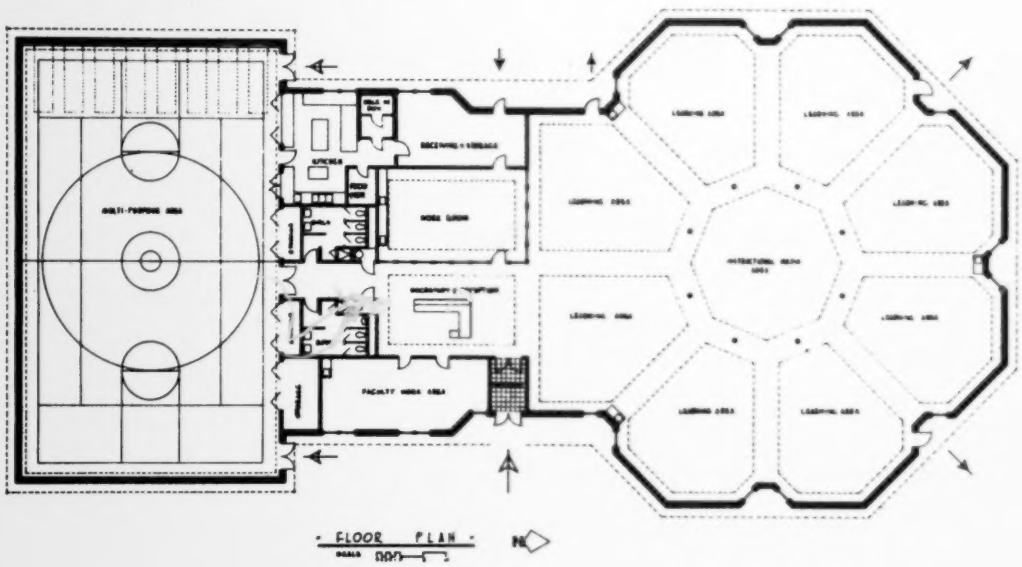
Every school should have a learning laboratory that is purposeful, planned, and integrated into the teaching-learning process.

It should increase the school's ability to widen, deepen, intensify, and individualize learning experiences.

It should be readily accessible at all times during the day and beyond that, if possible, to all students and teachers.

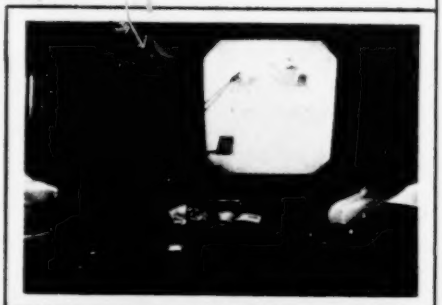
It should never be so heavily scheduled that small groups of students or individuals cannot utilize it.

When it is referred to as "our center" by both students and teachers, and when its boundaries cannot be detected, it is probably a successfully operating center.



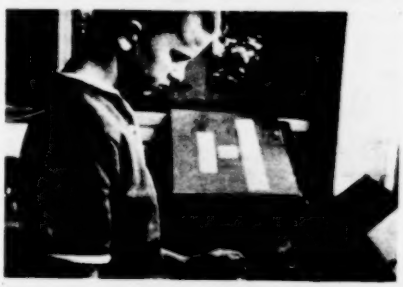
IT SHOULD PROVIDE FOR:

Large Group Instruction



Small Group Work

Individualized Study



Production of Materials not Otherwise Available

IT SHOULD CONTAIN A
INSTRUCTIONAL MATER
INCLUDING:

Books

Periodicals and Pamphlets

Motion Pictures

Tape and Discussion Recording

Flat Pictures

Filmstrips

Overhead Transparencies

Models and Mock-ups

Realia

)E FOR:

IT SHOULD CONTAIN ALL TYPES OF INSTRUCTIONAL MATERIALS INCLUDING:

- Books
- Periodicals and Pamphlets
- Motion Pictures
- Tape and Discussion Recordings
- Flat Pictures
- Filmstrips
- Overhead Transparencies
- Models and Mock-ups
- Realia

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District and Regional Support

Not all services required for maximum efficiency can be provided at the local school level. Coordination, supervision, and leadership of the media subsystem is needed at the district level.

A person holding the professional media endorsement should be appointed in each large district to provide leadership to the program. In very large districts, several professional media personnel may be needed. Small districts should join together and appoint a professional media director to serve their region with district administrators assigned to work with him.

In addition, districts or regions should consider the provision of back-up services such as:

Collections of special materials

Materials too expensive to have at a local level

Special production services such as:

- tape duplication
- darkroom facilities
- sign-making equipment

A weekly or semi-weekly delivery system to each school should be provided when materials are to be circulated from a district or regional center.

ct and Regional Support

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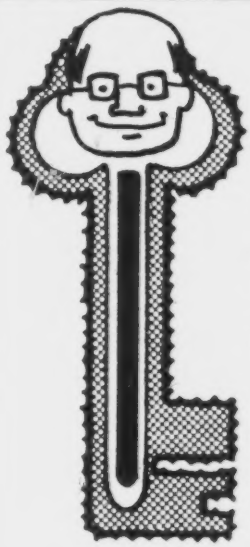

DISTRICT SUPERINTENDENT

The most important "key" to a successful media system is the district superintendent. If he believes in the importance of the media subsystem, it will be staffed and functioning in his district.

PRINCIPA

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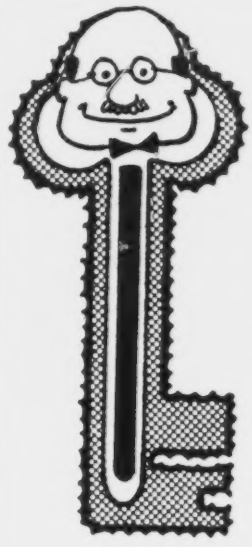
MEDIA DIRECTOR

Supporting the superintendent is the district or regional media director. Leadership here is an essential key to unlocking the potential of media in any educational system.



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sful Media System

TRICT SUPERINTENDENT

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sful media system is the district
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district.

PRINCIPAL

"As goes the principal, so goes the school" may be a trite phrase, but it is very accurate. A principal who believes in individualization of instruction and has a basic understanding of the function of the media system is another critical key. Without his support, the media system cannot properly function.

DIA DIRECTOR

porting the superintendent is the
rict or regional media director.
dership here is an essential key to
cking the potential of media in
educational system.

MEDIA COORDINATOR

Sometimes educational systems attempt to operated without this essential "key." The media subsystem struggles along, never reaching its potential. No media program can operate successfully without a professional person at its helm.